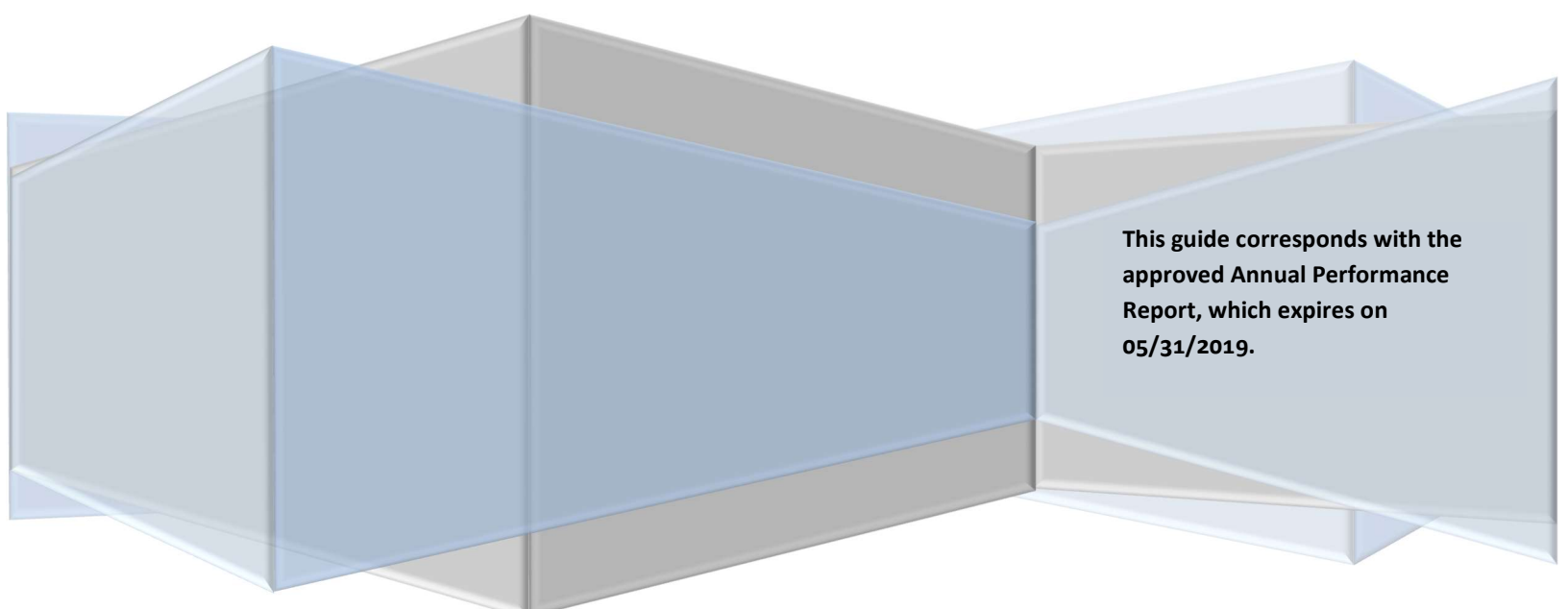


Gaining Early Awareness and Readiness for Undergraduate programs

Annual Performance Report User's Guide

U.S. Department of Education



This guide corresponds with the
approved Annual Performance
Report, which expires on
05/31/2019.

Gaining Early Awareness and Readiness for Undergraduate Programs

Annual Performance Report Web Application

Under Section 75.590 of the Education Department General Administrative Regulations (EDGAR), State and Partnership projects funded under the Gaining Early Awareness and Readiness Programs (GEAR UP), U.S. Department of Education (ED), must submit an Annual Performance Report (APR). APR data is reviewed to determine whether GEAR UP grantees are making substantial progress in meeting project goals and objectives. Continued grant funding in out-years is based on substantial progress.

The APR consists of a profile sheet and six sections.

PROFILE SHEET requires grantees to provide personally identifying information, such as PR Award Number, Name of Grantee, Address, etc.

SECTION I - Executive Summary requires grantees to provide a brief description of the project's overall accomplishments - highlighting major outcomes, successes, and challenges.

SECTION II - Narrative requires grantees to provide data on significant barriers or challenges; successes evaluation successes and challenges; sustainability of goals; school systemic changes; and an outline of progress towards meeting objectives.

SECTION III - Budget and Administration requires grantees to provide data on federal and non-federal expenditures, changes to project design, project personnel, record keeping, FAFSA completion, partners, indirect cost, and scholarships.

SECTION IV - Demographics requires grantees to provide data on students, schools, and housing projects.

SECTION V - Activities requires grantees to provide specific data on activities and services that were implemented.

Reporting Period

Grantee	Years	Reporting Period
First-Year Grantee	Year 1	Award Start Date to March 31st
Continuing Grantee	Years 2-6 or 7	Previous Academic School Year

Current Budget Period

Grantee	Years	Budget Period
First-Year Grantee	Year 1	*Start Date to End Date
Continuing Grantee	Years 2-6 or 7	*Start Date to End Date

*You can find the actual start and end date for your current budget period in Section 6 of the current Grant Award Notification (GAN). Project directors have access to the GAN via the G5 system.

The APR is generally due each year on **April 15th**. All GEAR UP grantees are required to use a Web application to submit the APR. Each year an instruction letter is e-mailed to project directors to confirm the due date, provide a user name and temporary password, etc.

HOW DO I SUBMIT AN APR ELECTRONICALLY?

Before You Begin – You should have the following items ready before you log in to the GEAR UP APR reporting system:

- 1) Instruction letter from GEAR UP;
- 2) Your User ID and Password;
- 3) All of the data you must submit the report;
- 4) Signed and dated Profile Sheet (PDF format); and
- 5) A file prepared for Section I (Executive Summary) and Section II (Narrative).

Logging in – You must log in to access your GEAR UP report. Your User ID is your 11 digit PR Award Number. A default password will be sent to you by e-mail. Enter this password when you log in for the first time. Only someone with a valid User ID and password can view and update the report. A “Forgot Password” link is also provided. Click the link to have your login information e-mailed. The e-mail will be sent to the existing e-mail address for the contacts in the APR reporting system. You will be required to change your password after completing the initial login.

The screenshot shows the GEAR UP website interface. At the top, there is a header with the GEAR UP logo, the text "U.S. Department of Education", and "Office of Postsecondary Education". Below the header is a navigation bar with links for "Home", "Contact Us", "FAQ", and "Instructions". The main content area is titled "Performance Reports for GEAR UP Partnership and State Projects". It is divided into two main sections: "Annual Performance Reports" and "Final Performance Reports". The "Annual Performance Reports" section includes a login form on the left and instructions on the right. The login form has fields for "User Name" and "Password", a "Log In" button, and a "Forgot your password?" link. The instructions on the right state that the APR collection web site is open, the APR must be submitted by Tuesday, April 15, 2014, and provide links to download a blank APR form and the GEAR UP APR Section I and II template. The "Final Performance Reports" section includes instructions for the 2007 cohort, stating that the current FPR collection is for the 2007 cohort, and provides links to download the GEAR UP FPR Section I and II template. At the bottom, there is a "Disclosure of Burden Statement" section.

GEAR UP U.S. Department of Education Office of Postsecondary Education
Gaining Early Awareness and Readiness for Undergraduate Programs

Home | Contact Us | FAQ | Instructions

Performance Reports for GEAR UP Partnership and State Projects

Login

Please enter your user name and password and click the "Log In" button. Your password is case-sensitive.

User Name:

Password:

Note: If you fail to login after 3 attempts, your account will be locked. You will need to contact the Help Desk to unlock it.

[Forgot your password?](#)

This Web site is used to collect annual, interim, and final performance reports from GEAR UP grantees.

Annual Performance Reports

The Annual Performance Report (APR) collection web site is open.

The APR must be submitted by Tuesday, April 15, 2014.

APR Instructions are available in either [Powerpoint](#) or [PDF](#) format.

Download a [Blank APR Form](#) in PDF format.

Download GEAR UP APR Section I - "Executive Summary" and Section II - "Narrative Information" Template

Sections I and II consist of narrative information which must be provided as a Microsoft Word or PDF document. Please download the template for Section I and Section II. It is required to complete the APR.

OMB No. 1840-0777 Expiration Date: 02/28/2016

Final Performance Reports

The current Final Performance Report (FPR) collection is for the 2007 cohort.


Download GEAR UP FPR Section I - "Executive Summary" and Section II - "Narrative Information" Template

Sections I and II consist of narrative information which must be provided as a Microsoft Word or PDF document. Please download the template for Section I and Section II. It is required to complete the FPR.


OMB No. 1840-0782 Expiration Date: 06/30/2014

Disclosure of Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The time required to complete this information collection is estimated to average 35 hours per response, including the time to review instructions, search existing data resources, gather needed data, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: The GEAR UP Program, U.S. Department of Education, 1990 K Street, N.W., Suite 7007, Washington, DC 20006-8510.



U.S. Department of Education
Office of Postsecondary Education

Gaining Early Awareness and Readiness
for Undergraduate Programs


Change Password

PR/Award Number: P334A080033
Grantee Name: Lancaster County School District

Your password has expired. It must be reset.

Please enter your current password and new password and click the 'Save' button.

- Your new password cannot be the same as your previous five passwords and it cannot contain your first name, last name, or username.
- Your new password must be at least eight characters, and include any combination of the following:
 - at least one uppercase alphabetic character (A-Z)
 - at least one lowercase alphabetic character (a-z)
 - at least one number (0-9)
 - at least one non-alphanumeric special character (e.g.: !, @, #, \$, %, *, /, +, -)

Current Password:
Note: The current password is case-sensitive.

New Password:


Re-enter New Password:

Save

System Navigation - A menu bar displays at the top of the window of each page to allow you to go to each section of the report, including the submission page. You must click either the **SAVE** or the **SAVE AND CONTINUE** button at the bottom of each screen to save your information. If you click **SAVE**, the page will redisplay after saving. If you click **SAVE AND CONTINUE**, the next page will display. Clicking on this button will trigger the edit checks for the current page before saving the information in the database. To complete a section, the page must be saved.

Complete Page - The last page of each section is the "complete" page. On this page, you will find a Data Entry Status box that will indicate the "saved" status of each page in the section. You will not be able to complete any section until you have saved each page in that section. If all pages of the section are complete, click the "Complete Section" button. You will not be able to submit your report until all sections are complete

Grantee Profile Sheet – This sheet provides identifying information about the grant recipient and must be signed and dated by the project director and certifying official. Please review and update the information, as necessary, since the information will be prepopulated.



**Gearing Early Awareness and Readiness
for Undergraduate Programs**

U.S. Department of Education

Office of Postsecondary Education

[Report Status](#) | [Reports](#) | [Assign PO](#) | [Update Cohort](#) | [Blast Email](#) | [Announcement Email](#) | [FD Users](#) | [Contact Us](#) | [User Guide](#) | [Change Password](#) | [Log Out](#)

PROFILE
SECTION I&II
SECTION III
SECTION IV
SECTION V
SECTION VI
SUBMIT

Grantee Profile

You must click a Save button at the bottom of the page to save any changes.

Please verify the information below and click the 'Save and Continue' button to begin your report. If someone other than the project director is entering the report, please enter your name and contact information in the data entry fields. To submit your report, you must click Save on this page even if there are no changes.

Address:	Address 1:	101 N 14TH ST FL 10	
	Address 2:		
	City:	RICHMOND	
	State:	VIRGINIA ▼	
	Zip Code:	23219	
Project Director:	First Name:	Erin	MI: Last Name: McGrath
	Phone Number:	8042254922	ext:
	Fax Number:	8042252604	
	E-Mail Address:	ErinMcGrath@schev.edu	
Data Entry Person: (if different than above)	First Name:	Paula	Last Name: Fisher
	Phone Number:	8042252612	
	E-Mail Address:	PaulaFisher@schev.edu	
Certifying Official:	First Name:	Joseph	MI: G Last Name: DeFilippo
	Phone Number:	8042252629	ext:
	E-Mail Address:	JoeDeFilippo@schev.edu	
	Reporting Period:	04/01/2015 to 03/31/2016	

Save and Continue
Save
Reset

Section I (Executive Summary) and Section II (Narrative Information)

Upload Sections I and II – Data for Sections I and II must be entered into a Microsoft Word template and then uploaded into the system as a PDF or Word file. Templates for these sections are attached. Section I requires a brief description (no more than 1350 words, or approximately 3 pages) of the current status of your project. Section II is a narrative addressing grant progress in accomplishing goals, evaluation, sustainability and systemic change. You should prepare these sections using the following procedure: (1) download the template for Section I and II from the GEAR UP Report website (either from the Login page or Section I and II web page); (2) fill out the information and save it to a file; finally, upload the file to the server using the GEAR UP Report application. Files will only be accepted in Microsoft Word or PDF format. A popup message will appear if you have successfully uploaded Sections I and II.

PROFILE
SECTION I&II
SECTION III
SECTION IV
SECTION V
SECTION VI
SUBMIT

Section I and Section II Data Upload

You must click a Save button at the bottom of the page to save any changes.

Step 1: If you did not create the upload file using the Section I & II Template, [Download the Section I and II Template](#) and update the document.

Step 2: Click the 'Choose File' button to select the updated Section I & II file from your computer then click either Save button. The uploaded file must be a MS Word or PDF file.

Section I & II file: Choose File | No file chosen

Save and Continue
Save
Reset

Sections III, IV, V, and VI – For these sections, you must enter data directly into the system. Some of the data is pre-populated from previous APRs and the approved application.

Section III – Grant Administration and Budget Information

Budget Information

All grantees must report on actual and anticipated federal and matching expenditures for the current budget period in the tables below. Start and end dates for the current budget period are in Section 6 of the current Grant Award Notification. The system will automatically calculate totals for each column. The breakdown of federal funds awarded for the current budget period and the total carryover funds from previous year will prepopulate. Total funds for anticipated carryover to next budget period will automatically calculate based on actual and anticipated funds reported for current budget period.

Grantees must follow the guidelines below when entering data for in the tables.

- Whole dollar values only (e.g., 100);
- Negative values are not accepted; and
- The “TOTAL” amounts in each row will be automatically calculated by the system.

Important: If you have a full year’s federal appropriation on hand during your APR review, your Non-Competing Continuation (NCC) award may be reduced.

1a. In the table below, please provide information about your actual and anticipated Federal expenditures for the **current budget period**.

[PROFILE](#)
[SECTION I&II](#)
[SECTION III](#)
[SECTION IV](#)
[SECTION V](#)
[SECTION VI](#)
[SUBMIT](#)

Section III: Grant Administration and Budget Information - Page 1

[Page 1](#)
[Page 2](#)
[Page 3](#)
[Page 4](#)
[Page 5](#)
[Page 6](#)
[Page 7](#)
[Complete](#)

1. Federal Budget Summary

Please provide information about your actual and anticipated Federal expenditures for the **current budget period**. The current budget period can be found in Section 6 of your current Grant Award Notification (GAN). Columns will be totaled for you. All the values should be whole dollar amounts. Please round values to the nearest dollar.

	Total Federal Funds Awarded for Current Budget Period (See Current GAN)	Carryover Funds Available (Include Funds Carried Over from Previous Budget Period(s))	Actual Federal Expenditures from Current Budget Period (GAN Start Date) thru March of APR Submission Year	Anticipated Federal Expenditures from April to Current Budget Period End Date	Anticipated Carryover to Next Budget Period (if applicable)
1. Salaries and Wages	\$ 0		\$ 0	\$ 0	
2. Employee Benefits	\$ 0		\$ 0	\$ 0	
3. Travel	\$ 0		\$ 0	\$ 0	
4. Materials and Supplies	\$ 0		\$ 0	\$ 0	
5. Consultants and Contracts	\$ 0		\$ 0	\$ 0	
6. Other	\$ 0		\$ 0	\$ 0	
A. Total Direct Cost (1-6) (Read Only)	\$ 0		\$ 0	\$ 0	
B. Total Indirect Costs (less than 8% of A)	\$ 0		\$ 0	\$ 0	
C. Equipment	\$ 0		\$ 0	\$ 0	
D. Scholarships/Tuition Assistance	\$ 0		\$ 0	\$ 0	
E. Total Costs (A+B+C+D) (Read Only)	\$ 0	0	\$ 0	\$ 0	\$ 0

[Save and Continue](#)
[Save](#)
[Reset](#)

1b. In the table below, please provide information about your actual and anticipated non-Federal expenditures for the **current budget period**.

PROFILE SECTION I&II SECTION III SECTION IV SECTION V SECTION VI SUBMIT

Section III: Grant Administration and Budget Information - Page 2

Page 1 Page 2 Page 3 Page 4 Page 5 Page 6 Page 7 Complete

Non-Federal Matching Budget Summary

Please provide information about your actual and anticipated non-Federal matching contributions for the **current budget period**. The current budget period can be found in Section 6 of your current Grant Award Notification (GAN).

All the values should be whole dollar amounts. Please round values to the nearest dollar.

	Matching Contributions Proposed for Current Budget Period (See Current GAN)	Actual Matching Contributions from Current Budget Period (GAN Start Date) thru March	Anticipated Matching Contributions from April to Current Budget Period End Date
1. Salaries and Wages	\$ 0	\$ 0	\$ 0
2. Employee Benefits	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0
4. Materials and Supplies	\$ 0	\$ 0	\$ 0
5. Consultants and Contracts	\$ 0	\$ 0	\$ 0
6. Other	\$ 0	\$ 0	\$ 0
A. Total Direct Cost (1-6) (Read Only)	\$ 0	\$ 0	\$ 0
B. Total Indirect Costs (less than 8% of A)	\$ 0	\$ 0	\$ 0
C. Equipment	\$ 0	\$ 0	\$ 0
D. Scholarships/Tuition Assistance	\$ 0	\$ 0	\$ 0
E. Total Costs (A+B+C+D) (Read Only)	\$ 0	\$ 0	\$ 0

If you requested a match reduction in your original application, please check the box ☐

Save and Continue Save Reset

2. Actual Expenditures - Continuing grantees must report on actual federal and matching expenditures for previous completed budget periods (Years 1 thru 5 or 6) in the table below.

Section III: Grant Administration and Budget Information - Page 3

Page 1 Page 2 Page 3 Page 4 Page 5 Page 6 Page 7 Complete

2. Actual Federal Expenditures and Matching Contribution for 6 Years

Please provide information about your actual Federal and matching expenditures for **previous, completed budget periods**. For example, for grants that began in Fiscal Year 2015, the Year 1 budget period would be July 2015 through June 2016. Fill out information only for completed budget periods. All the values should be whole dollar amounts. Please round values to the nearest dollar.

	Year 1		Year 2		Year 3	
	Actual Federal Expenditures	Actual Matching Contributions	Actual Federal Expenditures	Actual Matching Contributions	Actual Federal Expenditures	Actual Matching Contributions
1. Salaries and Wages	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Employee Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Materials and Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Consultants and Contracts	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
A. Total Direct Cost (1-6) (Read Only)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
B. Total Indirect Costs (less than 8% of A)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
C. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
D. Scholarships/Tuition Assistance	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
E. Total Costs (A+B+C+D) (Read Only)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

	Year 4		Year 5		Year 6	
	Actual Federal Expenditures	Actual Matching Contributions	Actual Federal Expenditures	Actual Matching Contributions	Actual Federal Expenditures	Actual Matching Contributions
1. Salaries and Wages	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Employee Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Materials and Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Consultants and Contracts	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
A. Total Direct Cost (1-6) (Read Only)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
B. Total Indirect Costs (less than 8% of A)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
C. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Grant Administration – In the tables below, you will provide information on Questions 3-11 regarding project design, personnel, partners, record keeping, scholarships and indirect costs.

Section III: Grant Administration and Budget Information - Page 4

Page 1 ⇒ Page 2 ⇒ Page 3 ⇒ Page 4 ⇒ Page 5 ⇒ Page 6 ⇒ Page 7 ⇒ Complete

Budget Narrative Questions

Please answer all the questions in 2,500 characters or less (including spaces). The counters show the remaining number of characters. It is highly recommended that you save all of your narratives in Word first and just copy and paste them onto this page. The narratives cannot be formatted. **The system will time out after one hour if you don't click a save button.**

3. If you are not expending **Federal or matching funds** as originally budgeted, please provide an explanation for the change. Please describe how you plan to expend carryover funds and/or how you plan to meet your matching requirements.

2500 characters remaining

4. Describe any significant changes in your project design since the approval of your grant application that did not require prior approval from the Department of Education (e.g., changing from individual tutoring to group tutoring or placing more emphasis on enrichment activities rather than remediation). Do you anticipate making changes to your project design in the coming year? If so, please describe. How have any changes or anticipated changes affected your budget? How will these changes impact quantitative outcomes and your ability to meet the project's goals? *(Please note that changes that require prior approval from the Department of Education should be submitted directly to your Program Officer, and not through your annual performance report)*

2500 characters remaining

5. You will answer question 5 on Section III page 5.

6. Describe any changes to key personnel of this grant that have come about over the past year, including changes in titles, changes in percentage of time that a person is devoting to the project, hiring of a key staff person, departure of a key staff person, or addition or elimination of a position. Discuss any significant changes to key personnel proposed or anticipated for the coming reporting period. **(Do not request replacement of key personnel or the addition/elimination of position(s) here. That type of request is a change that requires an administrative action and must be addressed separate from this report. Your response should be a summary of approved and completed changes that have taken place during this reporting period.)**

2500 characters remaining

7. Describe your record-keeping system for maintaining source documentation for all federal and non-federal expenditures (e.g., time and effort record (which include percentage of time spent on grant activities), transportation cost, equipment, supplies, college field trips, and other GEAR UP expenditures. Who is responsible for maintaining the documentation?

2500 characters remaining

8. Please indicate the number of GEAR UP 12th grade students who have completed the Free Application for Federal Student Aid (FAFSA):

Save and Continue Save Reset

Key Personnel. You must report on approved key personnel that are paid with federal and matching funds. Grantees must receive prior approval by ED program specialist for key personnel changes.

Section III: Grant Administration and Budget Information - Page 5

Profile Section III Section IV Section V Section VI Submit

Page 1 ⇒ Page 2 ⇒ Page 3 ⇒ Page 4 ⇒ Page 5 ⇒ Page 6 ⇒ Page 7 ⇒ Complete

5. Key Personnel

Please list the names and titles of key personnel paid by GEAR UP Federal or matching funds. Key personnel include the project director, major project coordinators, and the certifying official. If you have questions about who should be included as key personnel, please contact your program officer. Indicate the percentage of time each individual spends working on the GEAR UP grant. If the percentage of time is not available, you may indicate the number of hours that individual was paid with GEAR UP funds instead. To remove someone from the list, clear the name field.

Number of Key Personnel: 0

No.	Name	Title	Time on Grant		Individual Paid By	
			%	Hours	Federal Funds	Matching Funds
1			<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Additional blank rows will display after you click the "Save" button.

Save and Continue Save Reset

Grant Partners. You must provide information on project partners in the table below. Please do not provide new partners that have not been approved by the ED program specialist.

PROFILE SECTION I&II SECTION III SECTION IV SECTION V SECTION VI SUBMIT

Section III: Grant Administration and Budget Information - Page 6

Page 1 Page 2 Page 3 Page 4 Page 5 Page 6 Page 7 Complete

9. Partners

Please list all partners and indicate whether they are original partners listed in the application or new partners added during implementation. If any of these partners have become inactive and are no longer participating in the grant, please indicate this by checking the box in the Inactive column. If a partner is new, indicate with a check if you have provided the program office with a Partner Identification Form and Cost Share Worksheet. To remove a partner from the list, clear the name field.

Number of Partners: 0

No.	Partner Name	Partner Status	Inactive	Submitted Partner ID Form and Cost Share Worksheet	Type of Partner
1		<input type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	
2		<input type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	
3		<input type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	
4		<input type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	

Note: Additional blank rows will display after you click the "Save" button.

Save and Continue Save Reset

Indirect Cost Agreement - You must provide information related to indirect costs in the table below. Projects must have a negotiated indirect cost rate agreement in place in order to charge indirect costs to the grant. Notify your program specialist if you do not have one but are pursuing a negotiated indirect cost rate agreement while implementing the grant. For instance, your negotiated rate may have expired or you decide to acquire a negotiated rate at some point during implementation of the project.

PROFILE SECTION I&II SECTION III SECTION IV SECTION V SECTION VI SUBMIT

Section III: Grant Administration and Budget Information - Page 7

Page 1 Page 2 Page 3 Page 4 Page 5 Page 6 Page 7 Complete

10. Indirect Cost Agreement

Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or eight percent of the modified total cost base, whichever amount is less. In order to claim an indirect cost on next year's budget, the grantee must provide information on their current agreement.

Check one:

☐ (a) Current Indirect Cost Agreement

Effective dates of the agreement: Begin Date: (mm/dd/yyyy) End Date: (mm/dd/yyyy) Current rate: 0.0%

☐ (b) Requesting Indirect Cost Agreement

If you have requested an indirect cost rate agreement but have not received one, you should provide your program officer with evidence of your contact with the cognizant agency and their response. If a negotiated indirect cost rate agreement was not awarded, a grantee using the training rate of eight percent is required to have documentation available for audit that shows that its indirect rate equals or exceeds the eight percent.

Please indicate whether your program officer has documentation of your attempt to secure an indirect cost rate agreement. ☐ Yes ☐ No

☐ (c) Do not claim Indirect Cost

Scholarship Funds - If your project has a scholarship component, you must report on scholarship funds (federal or matching). Unused funds must be returned to the Department 6 years after they are placed in reserve. These funds are subject to an audit or monitoring as long as they are available – even after the grant has ended.

11. Scholarship Funds

Do you offer a GEAR UP Scholarship as part of your program, as defined by Section 404E of the Higher Education Act of 1965 as Amended, and approved by the Department of Education? If No, skip this section.

Please report on all Federal and non-Federal funds reserved and held for GEAR UP Scholarships and the disbursement of those scholarship funds to eligible students. **NOTE: Scholarship funds are subject to audits or monitoring by authorized representatives of the Secretary throughout the life of the funds.** All values should be whole dollar amounts. Please round to the nearest dollar.

(1) Federal Scholarship Funds:	
Amount of funds reserved for GEAR UP students:	\$ 0
Total number of students receiving scholarships:	0
Average scholarship award size per scholarship recipient:	\$
Amount of unexpended funds to be returned to the Department:	\$ 0

(2) Non-Federal Scholarship Funds:	
Amount of funds reserved for GEAR UP students:	\$ 0
Amount of funds disbursed to GEAR UP students:	\$ 0
Total number of students receiving scholarships:	0

(3) If you have not yet disbursed scholarship awards, please provide a narrative description of (1) where scholarship funds are held pending distribution to former GEAR UP students (e.g. are the funds in a trust account?) and (2) how the funds will be disbursed and to whom.

1000 characters remaining

Save and Continue Save Reset

Section IV – Demographic Data

In the tables below, you will provide demographic data on ethnicity and/or race, gender, Limited English proficiency, individualized education programs, homeless and foster care students, housing projects, and participating schools.

PROFILESECTION I & IISSECTION IIISSECTION IVSECTION VSECTION VISECTION VI

SUBMIT

Section IV: Demographic Data - Page 1

Page 1Page 2Page 3Page 4Complete

Demographic Data

Please complete the following tables requesting demographic data on GEAR UP students. For the purposes of this section, the activity reporting period includes the time period from the beginning of your grant through March 31st of this year. In some cases, data will not yet be available, if so leave those responses blank.

1. Participant Distribution by Ethnic/Racial Background

The following table regarding the ethnicity/race background of GEAR UP students is mandatory and will be used by the Department of Education in reporting on the ethnicity/race characteristics of students participating in the program. The ethnicity/race categories used in this section are consistent with the Department of Education's policy on the collection of racial and ethnic information. [Definition of the Categories](#)

Ethnicity	Number of GEAR UP Students
Hispanic or Latino	0
Race	Number of GEAR UP Students
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Unknown	0
Race Total	0

2. Participation by Gender

Please complete the following table regarding the gender of GEAR UP students.

Gender	Unduplicated Number of GEAR UP Students
Male	0
Female	0
Total Students Served	0

3. Participants with Limited English Proficiency

Completion of this table is not mandatory but is extremely helpful to the Department of Education in reporting on the characteristics of students served by the GEAR UP program. If you choose to do so, please complete the following table indicating the unduplicated number of GEAR UP students with Limited English Proficiency served by your project during the reporting period.

For the purposes of this table, Limited English Proficiency means a person whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

	Unduplicated Number of GEAR UP Students
GEAR UP students with Limited English Proficiency	0

4. Participants with Individualized Education Programs (IEPs) as required by the Individuals with Disabilities in Education Act Amendment of 1997 (IDEA)

Completion of this table is not mandatory but is extremely helpful to the Department of Education in reporting on the characteristics of students served by the GEAR UP program. If you choose to do so, please complete the following table indicating the unduplicated number of GEAR UP students with Individualized Education Programs.

	Unduplicated Number of GEAR UP Students
GEAR UP students with Individualized Education Programs	0

5. Participants Who Meet Unique Priority Student Designations

Completion of this table is not mandatory but is extremely helpful to the Department of Education in reporting on the characteristics of students served by the GEAR UP program. If you choose to do so, please complete the following table indicating the unduplicated number of GEAR UP students who have been identified as homeless (as defined by the McKinney-Vento Homeless Assistance Act) or were in foster care (as defined by Title IV of the Social Security Act).

	Unduplicated Number of GEAR UP Students
GEAR UP students who were identified as homeless	0
GEAR UP students who were in foster care	0

[Save and Continue](#) [Save](#) [Reset](#)

[PROFILE](#) [SECTION IATI](#) [SECTION III](#) [SECTION IV](#) [SECTION V](#) [SECTION VI](#) [SUBMIT](#)

Section IV: Demographic Data - Page 2

[Page 1](#) [Page 2](#) [Page 3](#) [Page 4](#) [Complete](#)

Participating Schools and Housing Projects:

Please complete the appropriate table below indicating the schools or housing projects participating in your grant.

6. Participating Housing Projects:

Complete this table only if your project uses a public housing model. If your project is serving a public housing authority, please provide the name(s) of the public housing project(s). Indicate grade levels separated by commas.

Name of Public Housing Project	Grade Levels Served by GEAR UP	City	State	Zip

7. Participating Schools:

Please list all of the schools participating in your GEAR UP project. A participating school is a partner school identified in your GEAR UP application or is a school in which GEAR UP services are provided. **Please include all schools you identified in your application, including their NCES school ID codes, even if they do not yet have students participating in GEAR UP** (e.g., if the GEAR UP cohort consists of 7th graders, please list the GEAR UP high school(s) that the students will attend). In appropriate boxes, indicate all relevant grade levels separated by commas (e.g., 6, 7, 8).

Number of Participating Schools: 0

Name of School	Active During Reporting Period	Grade Levels Offered	Grade Levels Served by GEAR UP	Percentage of Students Eligible for Free and Reduced Price Lunch	City	State	Zip	National Center for Education Statistics (NCES) Code
	<input type="checkbox"/>			%		▼		
	<input type="checkbox"/>			%		▼		
	<input type="checkbox"/>			%		▼		
	<input type="checkbox"/>			%		▼		
	<input type="checkbox"/>			%		▼		

Note: Additional blank rows will display after you click the "Save" button.

[Save and Continue](#) [Save](#) [Reset](#)

PROFILE SECTION I&II SECTION III SECTION IV SECTION V SECTION VI SUBMIT

Section IV: Demographic Data - Page 3

Page 1 Page 2 Page 3 Page 4 Complete

8. Participant Distribution by Grade and Status - Cohort Students

Does your state or partnership grant serve students under the GEAR UP cohort approach? If yes, complete the table below. If no, continue to Section IV, page 4. Explanations for each column are listed below. For the purposes of this section, the activity reporting period includes the time period from the beginning of your grant through March 31st of this year. In some cases, data will not yet be available, if so leave those responses blank. Columns (f) and (g) will be totaled for you.

Grade Level	Number of GEAR UP Students						
	(a) Proposed	(b) Continuing	(c) New	(d) Who Withdrew	(e) Who Dropped Out	(f) Active	(g) Total
6							
7							
8							
9							
10							
11							
12							
First Year Postsecondary							
Total							

Save and Continue Save Reset

Enter the following values in the columns above.

a. The total number of unduplicated students proposed to participate in the GEAR UP cohort(s) during the reporting period, as expressed in your approved GEAR UP application, or as amended with the approval of the Department of Education.

b. The total number of unduplicated students participating in the GEAR UP cohort(s) during the reporting period, who also previously participated in GEAR UP during any prior reporting period. For cohort students who were promoted ahead of their expected grade level, repeated their grade level, or were demoted to a lower grade level, please count them as continuing students.

c. The total number of unduplicated students participating in the GEAR UP cohort(s) during the reporting period who did not participate in any prior reporting period, i.e., new students.

d. The total number of unduplicated students who withdrew from the GEAR UP cohort(s) during the reporting period for any school-recognized reason, but will not be defined as a "dropout." This may include students who transferred to a school not served by GEAR UP, students who left to be homeschooled, other educational transfers, students who passed away, or a temporary school-recognized absence.

e. The total number of unduplicated students who withdrew from the GEAR UP cohort(s) during the reporting period and are recognized as "drop-outs," as they are no longer enrolled in school and have not graduated from high school or completed a state or district-approved educational program.

f. The total number of unduplicated students who participated in the GEAR UP cohort(s) who are considered "active" as of the end of the reporting period [the sum of columns (b) and (c)].

g. The total number of unduplicated students who participated in the GEAR UP cohort(s), regardless of their status as of the end of the reporting period [the sum of columns (b) through (e)].

PROFILE SECTION I&II SECTION III SECTION IV SECTION V SECTION VI SUBMIT

Section IV: Demographic Data - Page 4

Page 1 Page 2 Page 3 Page 4 Complete

9. Participant Distribution by Grade and Status - Priority Students

Does your state grant serve students under the GEAR UP priority approach? If yes, complete the table below. If no, continue to Section V. Explanations for each column are listed below. For the purposes of this section, the activity reporting period includes the time period from the beginning of your grant through March 31st of this year. In some cases, data will not yet be available, if so leave those responses blank. Columns (f) and (g) will be totaled for you.

Grade Level	Number of GEAR UP Students						
	(a) Proposed	(b) Continuing	(c) New	(d) Who Withdrew	(e) Who Dropped Out	(f) Active	(g) Total
6							
7							
8							
9							
10							
11							
12							
First Year Postsecondary							
Total							

Save and Continue Save Reset

Enter the following values in the columns above.

a. The total number of unduplicated students proposed to participate in the GEAR UP cohort(s) during the reporting period, as expressed in your approved GEAR UP application, or as amended with the approval of the Department of Education.

b. The total number of unduplicated students participating in the GEAR UP cohort(s) during the reporting period, who also previously participated in GEAR UP during any prior reporting period. For cohort students who were promoted ahead of their expected grade level, repeated their grade level, or were demoted to a lower grade level, please count them as continuing students.

c. The total number of unduplicated students participating in the GEAR UP cohort(s) during the reporting period who did not participate in any prior reporting period, i.e., new students.

d. The total number of unduplicated students who withdrew from the GEAR UP cohort(s) during the reporting period for any school-recognized reason, but will not be defined as a "dropout." This may include students who transferred to a school not served by GEAR UP, students who left to be homeschooled, other educational transfers, students who passed away, or a temporary school-recognized absence.

e. The total number of unduplicated students who withdrew from the GEAR UP cohort(s) during the reporting period and are recognized as "drop-outs," as they are no longer enrolled in school and have not graduated from high school or completed a state or district-approved educational program.

f. The total number of unduplicated students who participated in the GEAR UP cohort(s) who are considered "active" as of the end of the reporting period [the sum of columns (b) and (c)].

g. The total number of unduplicated students who participated in the GEAR UP cohort(s), regardless of their status as of the end of the reporting period [the sum of columns (b) through (e)].

Section V – Data Regarding GEAR UP Activities

In the tables below, you will provide active participation, core activities provided to students, parents, guardians and family members.

[PROFILE](#) [SECTION I&II](#) [SECTION III](#) [SECTION IV](#) [SECTION V](#) [SECTION VI](#) [SUBMIT](#)

Section V: GEAR UP Activities - Page 1

[Page 1](#) [Page 2](#) [Page 3](#) [Complete](#)

GEAR UP Activities

Please answer the following questions about GEAR UP activities. The activity reporting period is based on your prior academic year (2014 - 2015), which would traditionally include a fall, spring, and summer term.

	Enter the total number of unduplicated participants who actively participated in one or more GEAR UP activities during the current reporting period.	
1. Students		0
2. Educators		0
3. Students with parents, guardians, or other family members		0

4. What is the total number of GEAR UP participants served during the reporting period by another federally funded program?		0
---	--	---

[Save and Continue](#) [Save](#) [Reset](#)

[PROFILE](#) [SECTION I&II](#) [SECTION III](#) [SECTION IV](#) [SECTION V](#) [SECTION VI](#) [SUBMIT](#)

Section V: GEAR UP Activities - Page 2

[Page 1](#) [Page 2](#) [Page 3](#) [Complete](#)

Core Activities Provided to Students and Parents

Please complete the appropriate tables below. For Other Activities, you can add up to 4 entries. The activity reporting period is based on your prior academic year (2014 - 2015).

6. Core Activities Provided to Students:

In the following table, for the types of activities provided by your project with GEAR UP Federal or matching funds, indicate (a) the unduplicated number of students who participated in the activity during the reporting period; and (b) the sum total of hours that students participated in the activity. The activity reporting period is based on your prior academic year (2014 - 2015).

The number of students who participated in any activity cannot be more than the total number of students served entered on Section IV page 4: 0

Type of Service R = Required Activity	(a) Unduplicated Number of GEAR UP Students Who Participated in the Activity	(b) Sum Total of Hours that GEAR UP Students Participated in the Activity
Comprehensive mentoring (R)	0	0.0
Counseling/advising/academic planning/career counseling (R)	0	0.0
Financial aid counseling/advising (R)	0	0.0
Rigorous academic curricula (R)	0	0.0
Supportive Services (R)	0	0.0
College visit/college student shadowing	0	0.0
Educational field trips	0	0.0
Job site visit/job shadowing	0	0.0
Summer Programs	0	0.0
Tutoring/Homework Assistance	0	0.0
Workshops	0	0.0
Other (please specify) - Up to 4 entries.		
	0	0.0
	0	0.0
	0	0.0
	0	0.0

7. Core Activities Provided to Parents, Guardians, and Family Members

In the following table, for the types of activities provided by your project with GEAR UP Federal or matching funds during the reporting period, indicate (a) the unduplicated number of students whose parents, guardians, or family members participated in the activity during the reporting period; and (b) the sum total of hours that parents, guardians, and family members participated in the activity. The activity reporting period is based on your prior academic year (2014 - 2015).

Type of Activity	(a) Unduplicated Number of GEAR UP Students Whose Parents, Guardians, or Family Members Participated in the Activity	(b) Sum Total of Hours that GEAR UP Parents, Guardians, or Family Members Participated in the Activity
College visits	0	0.0
Counseling/advising	0	0.0
Family events	0	0.0
Workshops on college preparation/financial aid	0	0.0
Other (please specify) - Up to 4 entries.		
	0	0.0
	0	0.0
	0	0.0
	0	0.0

Save and Continue Save Reset

Section V: GEAR UP Activities - Page 3

Page 1 Page 2 Page 3 **Page 3** Complete

Core Activities Provided to Educators and Other Activities

Please complete the appropriate tables below. For Other Activities, you can add up to 4 entries. The activity reporting period is based on your prior academic year (2014 - 2015).

8. Professional Development Activities Provided to Educators

Please complete the following table indicating professional development provided to educators as part of your approved project design during the reporting period. Include all educators who directly benefited from GEAR UP-sponsored professional development. Indicate (a) the unduplicated number of educators who participated in GEAR UP-sponsored professional development, and (b) the sum total of hours that educators participated in GEAR UP-sponsored professional development. The activity reporting period is based on your prior academic year (2014 - 2015).

(a) Unduplicated Number of Educators Who Participated in GEAR UP-Sponsored Professional Development.	(b) Sum Total of Hours that Educators Participated in GEAR UP-Sponsored Professional Development
0	0.0

9. Other GEAR UP Activities

Review the list of common GEAR UP activities that are permissible by legislation and check any activity you implemented during the reporting period. The activity reporting period is based on your prior academic year (2014 - 2015).

Type of Activity	Check the box in this column if your project implemented this type of activity during the reporting period
Activities specially designed for students who are limited English proficient	<input type="checkbox"/>
Credit recovery programs	<input type="checkbox"/>
Disseminating information that promotes the importance of higher education, explains college preparation and admission requirements, and raises awareness of the resources and services provided by the eligible entities to eligible students, their families, and communities	<input type="checkbox"/>
Enabling eligible students to enroll in AP, IB, or college entrance examination preparation courses	<input type="checkbox"/>
Encouraging student enrollment in rigorous and challenging curricula and coursework	<input type="checkbox"/>
Providing an intensive extended school day or school year	<input type="checkbox"/>
Providing services to students in their first year of postsecondary education	<input type="checkbox"/>
Providing skills assessments to students	<input type="checkbox"/>
Providing special programs or tutoring in science, technology, engineering, or math	<input type="checkbox"/>
Supporting dual or concurrent enrollment programs	<input type="checkbox"/>
Supporting the development or implementation of rigorous academic curricula, which may include college preparatory, Advanced Placement (AP), or International Baccalaureate (IB) programs, and providing participating students access to rigorous core academic courses that reflect challenging State academic standards	<input type="checkbox"/>
Other (please specify) - Up to 4 entries.	

Section VI – Student Outcomes

In the tables below, you will provide course enrollment and completion, educational progress by students, baseline high school graduation and college enrollment data.

Section VI: GEAR UP Student Outcomes - Page 1

Page 1
Page 2
Page 3
Page 4
Complete

1. Course Enrollment:

Please complete the following table indicating the number of GEAR UP students who have successfully enrolled in the courses identified. The activity reporting period is based on your prior academic year (2014 - 2015), which would traditionally include a fall, spring, and summer term. The names for math classes can vary among schools. Classify courses based on the content of the course. "Advanced Placement" classes are courses designed to prepare students for the Advanced Placement Exams. Enter the numbers in the grade level the cohort was in when the student enrolled in the course. The number of students you enter on this page should not exceed the number you entered for the grade on Section IV page 4. This number is displayed in the first column.

Grade Student was in when Course was Enrolled	Number of Students Reported on Section IV Page 4	Pre-Algebra	Algebra I or Equivalent	Geometry	Algebra II	Pre-Calculus	Calculus	Trigonometry	At Least Two Years of Math Beyond Algebra I
6		0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0
9		0	0	0	0	0	0	0	0
10		0	0	0	0	0	0	0	0
11		0	0	0	0	0	0	0	0
12		0	0	0	0	0	0	0	0
First Year Postsecondary		0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0

Grade Student was in when Course was Enrolled	At Least One Advanced Placement Class	At Least One International Baccalaureate Class	Biology	Chemistry	Physics	English & Language Arts	Number of Student who enrolled in non-credit bearing remedial courses
6	0	0	0	0	0	0	
7	0	0	0	0	0	0	
8	0	0	0	0	0	0	
9	0	0	0	0	0	0	
10	0	0	0	0	0	0	
11	0	0	0	0	0	0	
12	0	0	0	0	0	0	
First Year Postsecondary	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

Section VI: GEAR UP Student Outcomes - Page 2

Page 1
Page 2
Page 3
Page 4
Complete

2. Course Completion:

Please complete the following table indicating the number of GEAR UP students who successfully completed the courses identified during the prior academic year (2014-2015). The names for math classes can vary among schools. Classify courses based on the content of the course. "Advanced Placement" classes are courses designed to prepare students for the Advanced Placement Exams. The number of students you enter on this page should not exceed the number you entered for the grade on Section IV page 4. This number is displayed in the first column.

Grade Student was in when Course was Completed	Number of Students Reported on Section IV Page 4	Pre-Algebra	Algebra I or Equivalent	Geometry	Algebra II	Pre-Calculus	Calculus	Trigonometry	At Least Two Years of Math Beyond Algebra 1
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0
10	2,335	0	0	0	0	0	0	0	0
11	2,025	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
First Year Postsecondary	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0

Grade Student was in when Course was Completed	At Least One Advanced Placement Class	At Least One International Baccalaureate Class	Biology	Chemistry	Physics	English & Language Arts	Number of Student who enrolled in non-credit bearing remedial courses
6	0	0	0	0	0	0	
7	0	0	0	0	0	0	
8	0	0	0	0	0	0	
9	0	0	0	0	0	0	
10	0	0	0	0	0	0	
11	0	0	0	0	0	0	
12	0	0	0	0	0	0	
First Year Postsecondary	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

Save and Continue
Save
Reset

[PROFILE](#)
[SECTION I&II](#)
[SECTION III](#)
[SECTION IV](#)
[SECTION V](#)
[SECTION VI](#)
[SUBMIT](#)

Section VI: GEAR UP Student Outcomes - Page 3

[Page 1](#)
[Page 2](#)
[Page 3](#)
[Page 4](#)
[Complete](#)

3. Educational Progress by GEAR UP Students:

Please complete the following tables indicating educational progress of current GEAR UP students. Enter the number in the row that coincides with the grade the students were in during the prior school year (2014 - 2015). Where available, use standardized test scores to determine whether a student is performing at or above grade level. The number of students you enter on this page should not exceed the number you entered for the grade on Section IV page 4. This number is displayed in the first column.

In the students promoted column for this 2015-2016 APR, you would report those students promoted in June of 2015. The number promoted must be entered in the grade that they were in June 2015. For example, the 7th graders promoted to 8th grade in June 2015 would be entered in the 7th grade row.

Current Grade Level	Number of Students Reported on Section IV page 4	Number of Students Performing at or above Grade Level in English/Language Arts	Number of Students Performing at or above Grade Level in Mathematics	Number of Students Promoted to the Next Grade Level at the End of the Prior School Year	Number of Students with 10 or More Unexcused Absences During the Prior School Year	Number of Students Taking PSAT or PLAN	Number of Students Taking ACT or SAT Exam
6		0	0	0	0		
7		0	0	0	0		
8		0	0	0	0		
9		0	0	0	0		
10		0	0	0	0	0	
11		0	0	0	0	0	0
12		0	0	0	0	0	0
Total		0	0	0	0	0	0

[Save and Continue](#)
[Save](#)
[Reset](#)

[PROFILE](#)
[SECTION I&II](#)
[SECTION III](#)
[SECTION IV](#)
[SECTION V](#)
[SECTION VI](#)
[SUBMIT](#)

Section VI: GEAR UP Student Outcomes - Page 4

[Page 1](#)
[Page 2](#)
[Page 3](#)
[Page 4](#)
[Complete](#)

4. Baseline High School Graduation and College Enrollment Data:

This table will be completed once, at the time the students of the first cohort are 9th graders. For each target high school, give the number of 12th graders *, the number graduating with a high school diploma, and the number enrolled in post-secondary institutions (enrollment in less than 2yr, 2yr., and 4 yr. institutions) for the previous two years (e.g., if your first cohort are 9th graders in the current school year (2015-2016), then you would complete this table using figures from the 2013-2014 and 2014-2015 school years). (For each GEAR UP project, the high school graduation rate is defined in the State's approved accountability plan under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA).)

* 12th graders are those students who have the credits required to be considered a 12th grader/senior.

High School	School Year	Number of 12th Grade Students	Number who Graduated with High School Diploma	Number Enrolled in Post Secondary Institution
	▼	0	0	0
	▼	0	0	0
	▼	0	0	0
	▼	0	0	0
	▼	0	0	0
	▼	0	0	0

Note: Additional blank rows will display after you click the "Save" button.

Graduation Rate: 0.0%

Enrollment Rate: 0.0%

[Save and Continue](#)
[Save](#)
[Reset](#)

View Report – You can view a copy of your report in PDF format on the Submit page. Click the 'View/Print Report' link to view the report and save a copy of it for your records.

Submit Report – The final step for the Performance Report Process is to submit the entire report to the Department of Education. When you click this button, the screen will display the status of each section as “complete” or “not completed.” If all of the sections are checked as “complete” and the signed certification form has been uploaded, click the "Submit Report" button to submit.

[PROFILE](#)
[SECTION I&II](#)
[SECTION III](#)
[SECTION IV](#)
[SECTION V](#)
[SECTION VI](#)
[Submit APR](#)

Submit Performance Report

You must click a Save button at the bottom of the page to save any changes.

This is the final step to complete your Annual Performance Report. Once you have completed all six sections and uploaded your signed certification page, the "Submit Report" button will display. Click the button to submit your report. After you submit the report, it is no longer updateable. If you need to edit the submitted information, please contact your program officer and request that your report be unsubmitted.

Report Section Status

Click the link to return to the Complete page for each section below marked "Not Complete" to view the pages which need to be completed before you can submit your report. You must click the "Complete" button for each section before you can submit your report.

Grantee Profile: [Grantee Profile Not Complete](#)
(You must click Save on this page even if there are no changes.)

Sections I & II: [File not Uploaded](#)

Section III: [Section III Not Complete](#)

Section IV: [Section IV Not Complete](#)

Section V: [Section V Not Complete](#)

Section VI: [Section VI Not Complete](#)

[View/Print Report in PDF format](#)

Certification Form

Your signed certification form must be uploaded to your report before you submit.

1. Click the [Certification Form](#) link to display the certification form (cover sheet) in PDF format.
2. Print the form and have your project director and certifying official sign it.
3. Scan the signed form and save it to your computer.
4. Click the 'Choose File' button and select the signed form from your computer.
5. Click the 'Upload' button to save the signed form to your report.

Signed Certification Form File: No file chosen

Confirmation e-mail – You will receive a confirmation e-mail. You will not be able to update the report information. You can save or print your report for your records.

System Timeout - The system will timeout after one hour of inactivity. The system does not consider entry into a data field as activity. Therefore, it is highly recommended that you save your narratives in Word and copy and paste them into the system. Please make sure you click save frequently.

Attachment A

Section I - Template

SECTION I: EXECUTIVE SUMMARY

1. Please provide a brief description (no more than 1350 words, or approximately 3 pages) of the current status of your project. Describe the extent to which you have implemented all program

activities and components planned for this activity reporting period, highlighting your major outcomes, successes, and challenges as it pertains to: (a) Improving the academic performance of GEAR UP students; (b) Increasing educational expectations of participating students and their parents, guardians, or family members; (c) Improving knowledge regarding postsecondary education preparation and financing for students and their parents, guardians, or family members; and (d) Working to improve high school graduation and postsecondary enrollment rates. (e) What aspect of your program do you think are most successful (Have the greatest impact) and Why?

--

Attachment B

Section II – Templates A

SECTION II: NARRATIVE INFORMATION
1. What are the most significant barriers or challenges your GEAR UP project has encountered in the implementation and/or administration of your grant? Please describe

what steps you have taken to address these barriers and challenges.
2. Describe your project's success and challenges in advancing your approved project evaluation plan for program improvement during the activity reporting period. Topics to be addressed may include your processes for collecting, linking, and reporting GEAR UP participation and outcome data for students, family members, and educators; the availability of data; data sharing agreements; implementing evaluation methods; and how your evaluation efforts are informing project implementation and administration decisions.
3. Describe the extent to which key activities and outcomes from your GEAR UP project are likely to be sustained over time and how your sustainability goals will be achieved. What systemic changes have occurred in your school(s) that the Department of Education should be aware of that may not otherwise be captured in your annual report?
4. Please provide any additional information about your project that you think would be helpful to the Department of Education in evaluating your performance or understanding the contents of your annual report.

Attachment C

Section II – Templates B

5. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application or work plan.

Please list your objectives in the table below, and indicate what activities have taken place, the quantitative results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen).

<u>Objectives:</u>	<u>Activities:</u>	<u>Results:</u>	<u>Results:</u>	<u>Actions required:</u>
List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	List the activities that have been conducted to meet the objective.	Has the objective been met?	Please describe, what progress have you made in reaching the objective?	Are you planning to make changes to the grant in response to the results?
<p>Example: Enrollment in 7th grade pre-algebra, 8th grade algebra, and 8th grade advanced science classes will increase by 5% by next year.</p> <p><u>Baseline</u> -Pre-algebra: 7th grade -- 10% -Algebra: 8th grade -- 5% -Advanced Science: 8th grade -- 20%</p>	<p>Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools.</p>	(Yes/No/Partially)	<p>Example: Enrollment changes from 2008/09 to 2009/10: 1) 7th grade pre-algebra: +65% 2) 8th grade algebra: +5% 3) 8th grade advanced science: -6% (due to increased standards for enrollment).</p>	<p>Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.</p>
1.				
2.				
3.				
4.				
5.				